



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

23800 West Hadley, Buckeye, AZ 85326

Buckeye Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jay C. Smith
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
Web Address :
Phone Number : (623) 847-8531
Fax Number : (623) 386-6049
E-mail : csmith@besd.k12.az.us

Mission

The Sundance Elementary community will provide a safe, happy atmosphere for our students, where they will develop high quality academics and social skills to their fullest potential. Using the Best Practices Philosophy our students will practice being respectful, responsible and safe. The faculty and staff will encourage the 6 character pillars to develop our students as responsible, productive citizens, and culturally enriched life-long learners.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 N/A
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will emphasize an integrated Language Arts program to include the development of reading & writing standards. Students will write daily to develop the writing process and will develop their reading skills through small group instruction.
- ü Teachers will teach in blocks of time to provide opportunity for students to strengthen their understanding and focus on each subject area for greater depth of understanding with an emphasis on the format of their final product in each content area.
- ü Students will learn mathematical concepts through the use of manipulatives and real world experiences as a foundation for solving mathematical problems. The Arizona State Math Standards are taught at all grade levels.
- ü Art, music, library, computers, and physical education, with an emphasis on health education are taught and enrich the learning environment of all students. These subjects are viewed with the same importance as other core academic subjects.

Enrollment

October 1, 2005 School Year Student Enrollment : 901
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Literacy Learning Network
- ü Hands-on problem solving Math program
- ü Technology Classes K-8
- ü Inclusion Model ELL and Special Ed
- ü Enrichment Clubs for Gifted students
- ü Intervention Tutoring
- ü Full day kindergarten
- ü Sports programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The staff of Sundance Elementary School has the vital and essential responsibility to provide the highest quality education to its students. We have the duty to provide a safe, secure environment wherein students can be recognized for educational proficiency, as well as strong character values that are exemplary to our educational community, and as the community of Sundance as a whole. Parents have a right to know that their students will be receiving the highest degree of education possible.

Parents

It is the responsibility of parents to send their students to school on time, and in a manner of preparation that is conducive to learning. This includes students who are well-rested, receive proper nourishment, and most important of all, who feel they are loved and accepted for the people they are. Parents have a responsibility to set proper examples of moral character for their children in order for them to become productive citizens, thus contributing to the overall character of society.

Transportation Policy

Students who live outside the one mile radius will be transported to school. The district will transport special education students if warranted in student's IEP. Bus transportation is a privilege for students who follow expected bus riding behaviors. Students who are attending through open enrollment must provide their own transportation to school. Parents will provide transportation for students who live within the one mile radius of the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 8th grade Basketball Champions	2006
ü National Junior Honor Society Established	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	360	80010	100	98	99	420	416	447	27	25	10	21	28	18	49	44	53	3	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	183	38935	98	98	99	421	417	447	28	26	9	19	25	19	50	47	55	3	2	17
Male	56	177	40974	100	98	98	418	415	448	25	25	11	23	32	18	48	40	52	4	3	19
African American	13	25	4201	100	100	99	415	412	430	23	36	17	38	24	23	31	32	51	8	8	9
Hispanic	52	186	34545	98	98	99	413	408	432	31	28	14	23	36	24	46	35	53	NA	1	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	54	142	35142	100	99	99	426	427	465	24	20	5	15	19	11	56	56	56	6	5	28
Students with Disabilities	10	27	10161	91	87	93	NA	382	419	NA	59	28	NA	22	28	NA	19	36	NA	NA	8
Students without Disabilities	110	333	69849	100	99	100	423	418	451	24	23	7	20	29	17	53	46	56	4	3	19
Limited English Proficient Students	10	52	14013	100	100	97	NA	392	413	NA	46	24	NA	37	34	NA	17	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	57	173	39029	97	97	98	409	408	432	30	28	14	28	35	25	39	35	52	4	2	9
Non-Economically Disadvantaged	63	187	40981	100	99	100	429	423	462	24	22	6	14	22	13	59	52	54	3	4	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	359	79438	100	98	98	435	428	451	12	16	9	35	34	24	49	46	56	5	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	182	38775	100	98	99	440	435	457	9	11	7	32	31	22	52	54	58	6	4	13
Male	56	177	40560	100	98	97	428	422	446	14	22	12	38	36	25	45	38	54	4	3	9
African American	14	26	4178	100	100	98	421	423	439	21	23	13	43	35	29	29	38	52	7	4	6
Hispanic	53	185	34297	100	97	98	428	418	434	9	21	14	43	41	31	43	37	50	4	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	53	141	34887	100	99	98	444	444	471	11	9	4	25	26	15	58	59	63	6	6	18
Students with Disabilities	NC	24	9588	NC	77	88	NC	392	416	NC	38	30	NC	46	32	NC	17	34	NC	NA	5
Students without Disabilities	112	335	69850	100	100	100	438	431	456	10	15	7	33	33	23	52	48	59	5	4	12
Limited English Proficient Students	10	52	13856	100	100	96	NA	393	407	NA	38	27	NA	42	43	NA	19	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	57	173	38685	97	97	97	426	422	435	14	18	14	39	36	32	44	45	50	4	1	5
Non-Economically Disadvantaged	64	186	40753	100	99	99	443	434	467	9	15	5	31	31	16	53	48	62	6	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	359	79971	100	98	99	393	389	423	10	12	8	61	62	41	29	26	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	182	38974	100	98	99	409	407	437	6	6	5	59	60	33	35	34	57	NA	NA	4
Male	56	177	40895	100	98	98	375	371	410	14	18	10	64	64	47	21	19	41	NA	NA	2
African American	14	26	4203	100	100	99	368	382	411	21	12	11	43	58	45	36	31	43	NA	NA	2
Hispanic	54	187	34481	100	98	99	400	386	410	4	13	10	74	64	46	22	23	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	53	139	35150	100	97	99	392	400	437	13	9	5	53	60	35	34	31	56	NA	NA	5
Students with Disabilities	NC	23	10258	NC	74	94	NC	328	377	NC	30	23	NC	61	51	NC	9	25	NC	NA	1
Students without Disabilities	113	336	69713	100	100	100	401	394	429	7	10	5	62	62	39	31	27	52	NA	NA	3
Limited English Proficient Students	10	51	13985	100	98	97	NA	366	382	NA	18	18	NA	75	54	NA	8	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	57	171	38994	97	96	98	389	385	409	11	13	10	67	63	47	23	25	41	NA	NA	1
Non-Economically Disadvantaged	65	188	40977	100	100	100	397	393	437	9	11	5	57	62	34	34	28	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	352	80147	98	99	99	456	447	482	19	24	11	26	30	17	46	41	49	9	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	170	39281	100	100	99	448	441	483	22	24	9	27	36	17	48	36	50	3	3	24
Male	69	182	40780	96	96	98	465	453	482	16	24	12	26	23	17	43	45	48	14	8	24
African American	20	28	4249	100	100	99	451	443	464	35	36	17	15	25	22	40	32	48	10	7	13
Hispanic	61	197	33494	98	98	99	455	442	466	20	26	15	23	32	23	49	38	49	8	4	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	53	118	36122	96	99	99	461	457	501	13	18	5	32	25	10	45	48	50	9	8	35
Students with Disabilities	NC	25	10295	NC	83	92	NC	421	443	NC	32	33	NC	40	26	NC	28	33	NC	NA	8
Students without Disabilities	130	327	69852	99	100	100	458	449	488	18	23	7	26	29	16	46	42	51	9	6	26
Limited English Proficient Students	11	51	12722	100	100	97	423	418	441	45	49	27	27	31	33	27	20	37	NA	NA	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	55	151	38371	98	97	97	454	440	465	24	30	15	25	31	23	44	35	49	7	4	13
Non-Economically Disadvantaged	81	201	41776	98	100	100	458	453	498	16	19	6	27	28	11	47	45	49	10	7	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	351	79686	97	98	98	460	451	470	10	17	11	32	33	24	56	48	57	3	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	170	39163	100	100	99	460	451	475	7	15	9	37	35	22	51	47	60	4	4	10
Male	68	181	40438	94	96	97	461	450	465	12	19	13	26	31	25	60	49	54	1	1	7
African American	20	28	4228	100	100	98	443	444	458	20	14	15	40	50	28	35	32	53	5	4	4
Hispanic	60	196	33299	97	97	98	457	444	452	13	21	17	28	34	32	55	43	47	3	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	53	118	35914	96	99	98	470	464	489	2	10	5	32	27	15	64	59	67	2	3	14
Students with Disabilities	NC	24	9808	NC	80	87	NC	423	432	NC	29	35	NC	46	32	NC	25	30	NC	NA	3
Students without Disabilities	130	327	69878	99	100	100	461	452	475	10	16	8	31	32	23	56	50	61	3	2	9
Limited English Proficient Students	11	51	12594	100	100	96	426	416	422	18	41	34	64	39	45	18	20	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	54	150	38095	96	97	97	452	439	452	17	25	17	30	33	32	50	40	48	4	2	3
Non-Economically Disadvantaged	81	201	41591	98	100	99	466	459	486	5	11	6	33	32	16	59	54	65	2	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	350	80372	97	98	99	465	451	475	4	6	4	33	47	30	62	46	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	170	39452	100	100	99	473	456	488	3	6	3	24	40	22	72	54	72	1	1	3
Male	68	180	40836	94	95	98	457	445	464	6	7	6	41	53	37	53	39	56	NA	1	1
African American	20	28	4264	100	100	99	451	447	465	15	14	5	35	39	35	50	46	59	NA	NA	1
Hispanic	60	194	33608	97	96	99	463	442	462	3	8	6	37	52	36	60	41	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	53	119	36213	96	100	99	473	464	489	2	3	2	26	41	22	70	55	72	2	1	3
Students with Disabilities	NC	23	10526	NC	77	94	NC	426	427	NC	13	15	NC	48	53	NC	39	31	NC	NA	1
Students without Disabilities	130	327	69846	99	100	100	465	452	482	5	6	3	32	47	26	62	47	69	1	1	2
Limited English Proficient Students	11	48	12747	100	96	97	461	409	432	NA	19	12	36	50	52	64	31	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	54	149	38521	96	96	98	466	444	461	4	7	6	41	56	38	56	37	55	NA	NA	1
Non-Economically Disadvantaged	81	201	41851	98	100	100	465	456	489	5	5	3	27	40	22	67	53	72	1	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	342	79306	100	99	99	486	476	504	13	23	13	30	30	20	54	44	49	3	3	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	173	38845	100	98	99	489	480	505	10	18	11	29	31	20	57	47	50	4	4	18
Male	53	168	40383	98	99	98	482	471	504	17	28	14	32	29	19	49	42	47	2	2	19
African American	13	20	4171	100	95	98	470	472	485	23	25	20	38	35	26	38	35	44	NA	5	10
Hispanic	61	191	32673	98	99	99	482	470	487	11	27	18	36	32	25	52	39	46	NA	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	42	115	36234	100	97	99	492	484	523	14	18	6	21	25	13	60	53	52	5	3	28
Students with Disabilities	NC	31	10286	NC	91	91	NC	439	462	NC	58	41	NC	26	27	NC	16	27	NC	NA	5
Students without Disabilities	119	311	69020	100	99	100	488	480	510	12	20	9	29	30	18	55	47	52	3	3	21
Limited English Proficient Students	NC	47	10291	NC	96	96	NC	443	458	NC	53	38	NC	38	34	NC	9	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	50	174	37437	100	99	97	480	468	486	16	30	19	34	33	26	50	34	46	NA	2	9
Non-Economically Disadvantaged	74	168	41869	100	98	100	491	484	521	11	16	7	27	26	14	57	55	51	5	4	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	343	79000	100	99	98	479	470	489	9	16	10	30	33	24	59	48	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	173	38774	100	98	99	483	477	494	4	10	7	27	30	22	67	57	61	1	2	10
Male	53	169	40150	98	99	98	471	462	485	15	22	12	34	36	25	47	39	55	4	3	8
African American	13	20	4153	100	95	98	463	464	476	31	35	13	15	10	30	54	50	53	NA	5	4
Hispanic	61	192	32508	98	99	98	477	463	472	7	19	15	36	38	33	54	42	49	3	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	42	115	36135	100	97	98	482	480	508	7	10	4	26	30	14	64	57	67	2	3	15
Students with Disabilities	NC	31	9991	NC	91	88	NC	425	449	NC	58	33	NC	35	36	NC	6	29	NC	NA	2
Students without Disabilities	119	312	69009	100	100	100	481	474	495	7	12	6	29	33	22	61	53	62	3	3	10
Limited English Proficient Students	NC	47	10199	NC	96	95	NC	428	439	NC	45	35	NC	51	47	NC	4	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	50	174	37234	100	99	97	471	459	472	12	24	15	36	37	33	48	37	50	4	2	3
Non-Economically Disadvantaged	74	169	41766	100	98	99	484	482	505	7	8	5	26	29	16	66	60	65	1	3	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	347	79611	100	100	99	486	471	496	6	12	7	46	50	37	48	38	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	175	39016	100	99	99	504	495	511	4	6	4	31	39	29	64	55	66	NA	NA	1
Male	53	171	40519	98	100	98	462	445	482	9	18	10	66	61	44	25	21	46	NA	NA	0
African American	13	20	4188	100	95	98	485	483	486	8	5	9	38	45	40	54	50	50	NA	NA	0
Hispanic	61	193	32855	98	100	99	495	469	481	3	12	10	39	51	43	57	37	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	42	118	36380	100	100	99	468	467	511	12	14	4	60	51	30	29	36	65	NA	NA	1
Students with Disabilities	NC	34	10664	NC	100	94	NC	392	440	NC	41	23	NC	50	54	NC	9	22	NC	NA	1
Students without Disabilities	119	313	68947	100	100	100	490	479	504	6	9	4	45	50	34	50	42	61	NA	NA	1
Limited English Proficient Students	NC	48	10362	NC	98	97	NC	428	438	NC	23	22	NC	69	57	NC	8	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	50	174	37626	100	99	98	481	462	479	6	13	10	48	56	45	46	32	45	NA	NA	0
Non-Economically Disadvantaged	74	173	41985	100	100	100	490	480	511	7	11	4	45	44	30	49	45	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	350	79327	100	100	98	511	498	518	14	25	19	19	25	20	62	46	46	5	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	178	38961	100	100	98	515	500	520	9	22	16	23	27	20	61	46	48	8	6	16
Male	52	172	40295	100	98	97	505	496	516	21	27	21	13	22	19	63	46	44	2	5	16
African American	14	25	4247	100	100	98	487	484	499	29	40	27	36	24	24	36	32	41	NA	4	8
Hispanic	43	176	32327	100	100	98	503	493	499	16	26	27	23	27	25	58	45	41	2	2	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	55	131	36373	100	96	98	524	506	538	11	21	10	11	21	14	69	48	52	9	9	25
Students with Disabilities	NC	26	9321	NC	90	87	NC	466	467	NC	42	54	NC	35	22	NC	23	21	NC	NA	3
Students without Disabilities	111	324	70006	100	100	100	512	500	524	14	23	14	18	24	19	62	48	49	5	6	18
Limited English Proficient Students	NC	31	9431	NC	97	95	NC	462	466	NC	58	53	NC	29	27	NC	13	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	43	165	37097	96	98	97	501	492	498	16	28	27	26	27	25	58	43	41	NA	2	7
Non-Economically Disadvantaged	75	185	42230	100	100	99	516	503	535	13	22	11	15	23	15	64	48	50	8	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	349	79501	100	100	98	494	482	497	6	14	10	31	34	25	60	50	60	3	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	177	39062	100	100	99	498	488	502	6	12	8	26	32	23	64	53	64	5	2	5
Male	52	172	40368	100	98	98	488	477	491	6	16	13	38	37	27	56	47	57	NA	1	3
African American	14	25	4279	100	100	99	471	470	485	29	24	14	14	28	30	57	48	54	NA	NA	2
Hispanic	43	176	32389	100	100	98	485	475	478	NA	15	16	49	39	34	47	44	48	5	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	55	130	36446	100	95	99	506	494	516	5	11	4	20	27	15	73	61	73	2	2	7
Students with Disabilities	NC	25	9411	NC	86	88	NC	447	453	NC	36	36	NC	44	36	NC	20	26	NC	NA	1
Students without Disabilities	111	324	70090	100	100	100	495	485	502	6	12	7	30	34	24	61	52	65	3	2	5
Limited English Proficient Students	NC	31	9401	NC	97	94	NC	437	443	NC	48	40	NC	45	46	NC	6	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	43	165	37183	96	98	97	484	475	479	9	18	16	37	35	34	51	45	49	2	1	1
Non-Economically Disadvantaged	75	184	42318	100	100	99	500	489	513	4	10	5	28	34	17	65	54	70	3	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	349	80000	100	100	99	559	551	564	1	3	3	14	13	11	79	80	75	7	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	178	39288	100	100	99	574	565	579	NA	1	2	9	10	6	82	84	77	9	6	16
Male	52	171	40644	100	98	98	541	535	549	2	5	4	19	16	15	75	77	74	4	2	7
African American	14	25	4307	100	100	99	535	532	551	7	4	4	14	24	13	79	72	75	NA	NA	7
Hispanic	43	176	32672	100	100	99	554	549	548	NA	2	4	14	13	14	84	83	76	2	3	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	55	131	36602	100	96	99	570	554	579	NA	4	2	13	11	7	75	78	75	13	7	16
Students with Disabilities	NC	25	9919	NC	86	93	NC	474	505	NC	24	9	NC	32	35	NC	44	54	NC	NA	2
Students without Disabilities	111	324	70081	100	100	100	562	556	571	1	1	2	11	11	7	81	83	79	7	5	12
Limited English Proficient Students	NC	31	9571	NC	97	96	NC	497	502	NC	10	10	NC	29	29	NC	61	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	43	165	37534	96	98	98	564	549	547	NA	3	4	7	10	15	88	83	76	5	4	5
Non-Economically Disadvantaged	75	184	42466	100	100	100	557	552	578	1	2	2	17	16	7	73	78	75	8	4	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	308	78546	97	97	97	528	529	543	19	19	15	22	22	18	54	51	52	4	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	151	38645	96	95	98	521	532	545	24	15	13	20	24	18	53	53	54	2	8	15
Male	53	157	39792	98	99	97	534	526	542	15	22	17	25	20	17	55	50	50	6	8	15
African American	14	25	4205	93	89	97	521	527	524	21	16	22	21	20	22	57	60	49	NA	4	7
Hispanic	50	158	31177	100	98	97	520	521	524	30	27	22	18	20	23	50	48	48	2	6	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	30	116	36450	94	97	97	540	540	563	3	9	7	30	25	12	60	54	57	7	11	23
Students with Disabilities	NC	13	8093	NC	87	82	NC	503	489	NC	46	50	NC	8	24	NC	46	23	NC	NA	2
Students without Disabilities	97	295	70453	98	98	100	529	530	549	19	18	11	23	23	17	55	52	56	4	8	16
Limited English Proficient Students	NC	38	9323	NC	97	94	NC	478	491	NC	63	47	NC	16	28	NC	21	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	42	141	34694	95	97	96	526	518	524	21	24	23	17	23	23	60	50	48	2	2	7
Non-Economically Disadvantaged	56	167	43852	98	97	99	530	538	559	18	14	10	27	21	13	50	52	56	5	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	309	79045	97	97	98	504	499	512	3	10	10	36	34	25	60	54	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	153	38860	96	96	98	506	505	519	NA	7	7	38	33	22	62	59	62	NA	1	8
Male	53	156	40075	98	99	97	503	493	505	6	13	12	34	36	28	58	49	54	2	1	6
African American	14	25	4250	93	89	98	497	497	500	7	8	12	43	48	31	50	44	54	NA	NA	3
Hispanic	50	158	31314	100	98	98	502	492	493	2	11	16	40	39	34	56	49	48	2	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	30	117	36730	94	98	98	509	508	532	3	8	4	27	26	16	70	64	68	NA	2	12
Students with Disabilities	NC	15	8552	NC	100	87	NC	489	463	NC	13	35	NC	47	40	NC	40	23	NC	NA	1
Students without Disabilities	97	294	70493	98	97	100	505	499	517	3	10	7	35	34	24	61	55	62	1	1	8
Limited English Proficient Students	NC	37	9355	NC	95	95	NC	453	456	NC	38	37	NC	54	48	NC	8	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	42	140	34922	95	97	96	505	490	493	2	12	15	33	38	34	62	49	48	2	1	3
Non-Economically Disadvantaged	56	169	44123	98	98	99	504	506	527	4	8	6	38	31	18	59	59	66	NA	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	308	79657	97	97	99	562	557	566	4	4	3	2	7	8	94	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	154	39120	96	97	99	581	575	580	NA	1	2	NA	3	4	100	95	92	NA	NA	2
Male	53	154	40423	98	97	98	546	538	553	8	6	5	4	11	12	89	82	83	NA	NA	1
African American	14	25	4290	93	89	99	558	568	560	7	4	4	NA	4	9	93	92	86	NA	NA	1
Hispanic	50	158	31642	100	98	99	563	553	552	4	4	5	2	9	11	94	87	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	30	116	36929	94	97	99	560	560	579	3	3	2	3	6	5	93	91	91	NA	NA	2
Students with Disabilities	NC	14	9069	NC	93	92	NC	526	508	NC	14	11	NC	14	30	NC	71	58	NC	NA	1
Students without Disabilities	97	294	70588	98	97	100	562	558	573	4	3	2	2	7	5	94	90	91	NA	NA	1
Limited English Proficient Students	NC	37	9521	NC	95	96	NC	495	507	NC	14	13	NC	24	24	NC	62	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	42	140	35341	95	97	97	563	547	551	5	5	5	NA	10	12	95	85	83	NA	NA	0
Non-Economically Disadvantaged	56	168	44316	98	98	100	561	565	578	4	3	2	4	5	5	93	92	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	316	78400	95	96	97	535	537	554	32	29	21	23	25	19	42	42	47	3	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	175	38686	96	97	98	534	539	554	31	26	20	27	27	20	40	42	49	2	5	12
Male	43	141	39636	93	95	96	535	535	554	33	32	23	19	21	18	44	43	46	5	4	13
African American	13	24	4193	100	100	97	515	523	533	38	33	32	38	33	23	23	33	40	NA	NA	5
Hispanic	42	167	30732	98	97	97	534	529	534	31	33	31	21	27	24	45	38	40	2	2	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	31	116	37038	89	94	97	542	550	575	32	22	11	19	21	14	42	48	56	6	9	19
Students with Disabilities	NC	16	7840	NC	80	81	NC	508	498	NC	56	60	NC	25	18	NC	13	20	NC	6	2
Students without Disabilities	85	300	70560	94	97	99	536	538	560	31	27	17	22	25	19	44	44	50	4	4	14
Limited English Proficient Students	NC	31	8956	NC	94	95	NC	493	502	NC	65	56	NC	29	25	NC	6	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	33	147	33014	94	97	95	517	525	534	42	35	31	30	29	24	24	35	40	3	1	5
Non-Economically Disadvantaged	55	169	45386	95	95	99	546	547	569	25	24	15	18	21	15	53	49	52	4	7	18

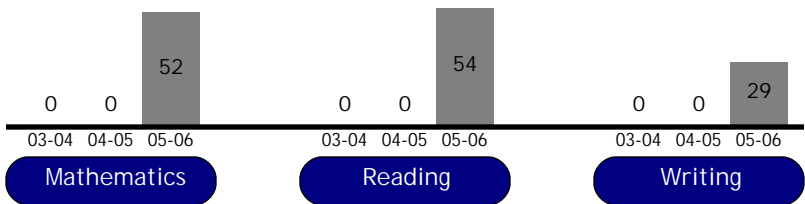
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	320	79179	95	97	98	512	504	519	6	13	11	39	36	27	52	48	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	177	38974	96	98	99	513	509	524	NA	10	8	38	34	25	60	54	61	2	2	5
Male	43	143	40124	93	96	97	511	497	513	12	17	13	40	38	28	44	41	54	5	3	4
African American	13	24	4243	100	100	98	495	497	506	15	13	14	38	38	32	46	50	51	NA	NA	3
Hispanic	42	170	30987	98	99	98	503	493	498	5	16	17	43	42	36	52	41	45	NA	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	31	117	37467	89	94	98	528	520	539	3	9	5	35	30	17	52	57	70	10	4	8
Students with Disabilities	NC	18	8567	NC	90	88	NC	464	467	NC	50	39	NC	33	38	NC	17	22	NC	NA	1
Students without Disabilities	85	302	70612	94	98	99	512	506	524	6	11	7	38	36	25	53	50	62	4	2	5
Limited English Proficient Students	NC	32	9013	NC	97	95	NC	446	461	NC	44	40	NC	53	48	NC	3	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	33	147	33345	94	97	96	500	492	499	9	18	17	39	41	36	48	39	46	3	1	1
Non-Economically Disadvantaged	55	173	45834	95	97	99	519	513	533	4	9	7	38	32	19	55	56	67	4	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	326	79734	99	99	99	529	532	554	2	5	3	39	31	19	59	64	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	178	39243	98	99	99	550	549	568	NA	3	2	24	19	12	76	79	85	NA	NA	1
Male	46	148	40413	100	99	98	509	512	541	4	7	4	54	46	26	41	47	70	NA	NA	0
African American	13	24	4285	100	100	99	516	529	548	NA	4	3	54	29	22	46	67	74	NA	NA	0
Hispanic	43	172	31254	100	100	99	530	527	539	2	6	5	44	35	25	53	59	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	34	121	37668	97	98	99	531	540	569	3	3	1	29	25	13	68	72	85	NA	NA	1
Students with Disabilities	NC	20	8943	NC	100	92	NC	486	495	NC	15	11	NC	55	51	NC	30	38	NC	NA	1
Students without Disabilities	89	306	70791	99	99	100	530	535	561	2	4	2	38	29	15	60	67	83	NA	NA	0
Limited English Proficient Students	NC	33	9138	NC	100	97	NC	458	492	NC	27	13	NC	55	46	NC	18	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	35	149	33718	100	99	97	518	521	538	6	7	5	49	37	26	46	56	69	NA	NA	0
Non-Economically Disadvantaged	57	177	46016	98	99	100	536	541	567	NA	3	2	33	26	14	67	71	84	NA	NA	1

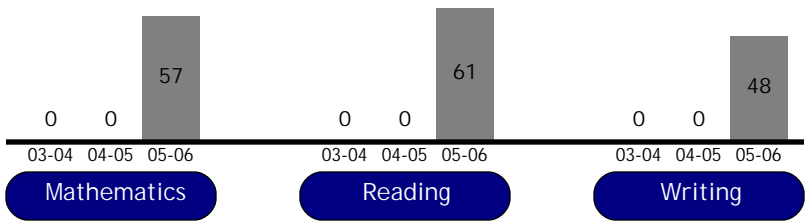
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

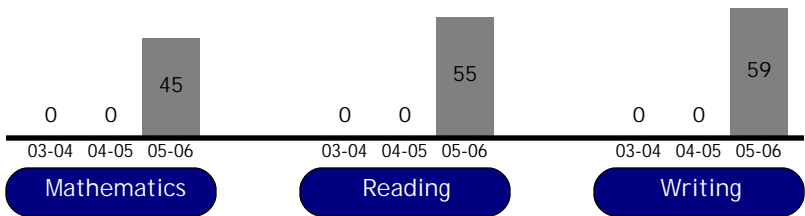
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	36	47	100	37	34	46
	Language	--	--	21	50	--	--	28	47	100	34	28	48
	Mathematics	--	--	25	64	--	--	31	50	100	39	30	52
3	Reading	--	--	NA	55	--	--	31	44	100	28	28	46
	Language	--	--	42	61	--	--	30	44	100	34	30	46
	Mathematics	--	--	37	61	--	--	32	51	100	32	28	52
4	Reading	--	--	NA	56	--	--	41	48	97	43	37	52
	Language	--	--	33	52	--	--	42	49	97	50	39	52
	Mathematics	--	--	32	61	--	--	42	53	98	46	37	58
5	Reading	--	--	NA	55	--	--	40	50	100	48	41	56
	Language	--	--	34	49	--	--	40	50	100	54	43	54
	Mathematics	--	--	41	63	--	--	37	49	100	46	37	52
6	Reading	--	--	NA	56	--	--	45	51	100	56	46	56
	Language	--	--	33	48	--	--	40	47	100	50	39	50
	Mathematics	--	--	49	66	--	--	42	52	100	48	41	58
7	Reading	--	--	NA	54	--	--	41	50	97	48	43	54
	Language	--	--	37	58	--	--	45	52	97	56	46	58
	Mathematics	--	--	39	62	--	--	38	50	97	52	43	54
8	Reading	--	--	NA	55	--	--	44	51	99	52	48	58
	Language	--	--	37	52	--	--	42	50	99	44	44	56
	Mathematics	--	--	49	61	--	--	46	53	99	46	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Community involvement
- Ü Student discipline
- Ü Curriculum support
- Ü School improvement
- Ü School safety
- Ü Budget decisions and support

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	2.00	Teacher Aide	40.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	2	0	0
4 to 6 years	13	0	0	0
7 to 9 years	1	0	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab serves K-8
- Ü Town of Buckeye Recreation Department
- Ü Teacher resource room for guided reading
- Ü Full AR Library for students

Extracurricular Activities

- Ü 6th - 8th grade Athletics
- Ü Enrichment Clubs (before & after school)
- Ü Parent Involvement Programs
- Ü Before and After school Intervention
- Ü Band Program 5th - 8th grade
- Ü GATE Programs

Social Services

- Ü Arizona Children's Association
- Ü On-site School Counselor
- Ü Town of Buckeye Recreation Dept. on site
- Ü Parent Volunteer Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Sundance Elementary School has received a 'Performing' label from Arizona Learns for the 2005/2006 school year, and also met all AYP requirements according to NCLB guidelines.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sundance Elementary had 18 incidences that were considered dangerous or threatening in nature.

Our school policy to provide a safe learning environment. Our school has a locked door and gate policy. All visitors must enter through the front reception area and must sign our visitor register. Parent volunteers must register at the district office and complete a visitors packet and supply a finger print card. We are also highly involved in the SRO program with the Buckeye Police Department.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patti Joseph	(623) 847-8531
Transportation Policy	John Niel	(623) 386-4487
Community Resources		
School Nutrition Programs	Christine Slobig	(623) 847-8531
Parent Organization	Maria Valverde	(623) 847-8531
Student Health/Nurse	Maria Valverde	(623) 847-8531

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.